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The Temple City Story: New Careers in Teaching; Differentiated Staffing.

Temple City Unified School District, Calif.

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This report of the Temple City, California, differentiated staffing project contains several articles describing progress made in the first three years of operation. The major article traces the history and development of the project, outlines the financial plan and schedule through 1972, and describes several characteristics of the model: (1) self-regulation of the teaching profession through teacher participation in evaluation and in the formulation of academic policies; (2) new roles for principals as "social managers" and chairmen of the academic senates; (3) inservice training programs offering instructional management studies, behavioral study of organizations, and instruction in model building and human relations for senior and master teachers; microteaching experiences for staff teachers; auxiliary training for paraprofessionals, and evaluation training for all. "The New Structure in Teaching" describes the responsibilities, training, salary, and tenure plans for the instructional staff of 60 associate teachers, 85 staff teachers, 20 senior teachers, and four master teachers, plus auxiliary personnel including aides at three levels, and clerks. Other articles include one which describes the composition and function of the Project Steering Committee and one which outlines the flexible scheduling plan which allows for independent study and variable course structure through a school day divided into 25 15-minute modules. (JS)

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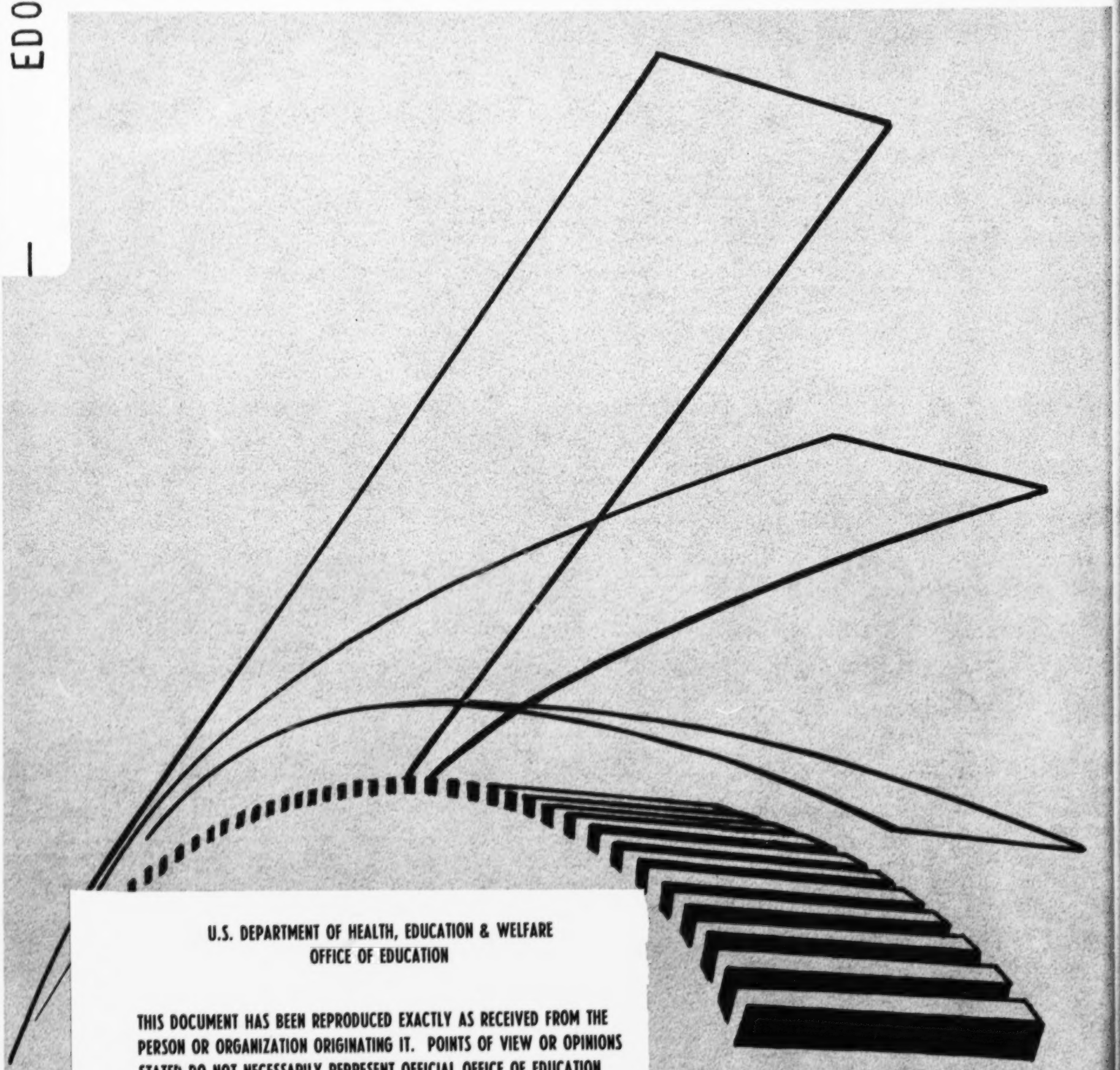
NEW CAREERS IN TEACHING



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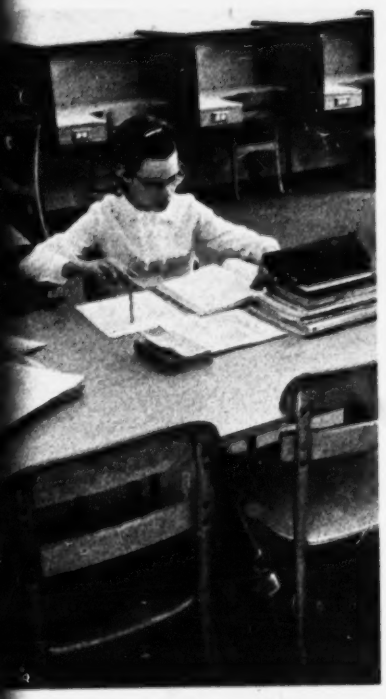
DIFFERENTIATED STAFFING

The

STUDENT-TEACHER EVALUATION is an on-going activity. Physical Education Staff Teacher Sue Coventon, top photo, returns skill sheets for small-group discussion. In bottom photo, Project Director Fenwick English conducts an in-depth analysis of the staffing program with Staff Teacher Betty Houke.

MULTI-SIZE CLASSROOMS—A variety of instructional modes is vital to effective teaching. In medium-group instruction, top, Staff Teacher James Weiss explains a biology problem. Large group instruction, left, permits Principal Bruce Caldwell to reach many students with a lecture on family life. All personnel including principals must teach under the Temple City Model. In right photo, Staff Teacher Arnold Ordway listens as students participate in small-group discussion. Staff Teachers are expert in at least one mode of instruction.

Temple City Story



RESOURCE CENTERS permit students to constructively use their unscheduled time, which averages 40 percent of the school day. Instructional Aide Mary Pitts, right, plays back a previously prepared audio tape recording.

Differentiated Staffing for Vital Learning

American education is "coming of age" in the Temple City schools. The needs of the transistor generation are being satisfied by a prototype learner-oriented school system. Prescription learning, long championed in the educational journals, is emerging classroom-tested at Temple City's Oak Avenue Intermediate School—the first of the School District's six schools converting to the prototype plan for improved learning.

Teaching is being streamlined for subject area specialization and the application of a relevant, research-proven curriculum. The prototype teacher is a professional. He and his colleagues regulate their own standards, are paid according to a scale of responsibilities that encompasses the efforts of the beginning teacher as well as those of the Ph.D. research specialist, and are assisted by instructional aides who assume many of the clerical and housekeeping duties formerly performed by teachers.

Administrators, traditionally torn in loyalties between teachers in their battles for better working conditions and the autocratic bureaucracy of education, are being trained in human relations. The prototype administrator is part of an instructional team and not always the leader of that team. Bureaucratic authority is giving way to the professional deference accorded skilled practioners of the arts of teaching.

The prototype school is flexibly designed to the varying needs of teaching. The traditional 30-student, 30-square-foot classroom is being replaced by multi-shaped lecture halls, small group conference rooms, science and language laboratories and instructional resource centers containing audio-visual, self-teaching aids.

The prototype student is tempered to be responsible—for his own learning, for his own behavior, for his own success or failure.

STUDENT-ORIENTED—The Temple City Model emphasizes informal student-teacher contacts. Associate Teacher Lee Borisoff, bottom photo, works with a student on a mathematics/learning packet. The program at Oak Avenue School is based on measured student needs. Top photo shows Senior Teacher Dean Berry, left, and Master Teacher Donald Hutcherson, right, chatting with a student.

Education in Ferment

American education is in ferment.

Despite a surplus of trained personnel, there is a nationwide shortage of approximately 175,000 teachers. That there should not be a manpower problem is highlighted by surveys that indicate that more than one million trained teachers are not in the classroom because they choose to work elsewhere. Moreover, there would be no problem if the nation's annual 200,000 graduates of teacher training institutions would enter and *remain in* teaching. This shortage and the increased militancy of teachers throughout the nation arise because teaching is not yet completely professionalized.

Teaching lacks career incentives; it is unable to exert holding power and advance its members as their skills increase. It lacks professional autonomy and the power of self-regulation. When surveyed, teachers say they resent the low status and pay they receive as compared with other professions equivalent in training requisites.

Today's teacher is better trained and more aware of the realpolitick than his semi-skilled precursor. Many states now require post-matriculation study and still others demand that teacher training be adjoined with a study major outside of education.

These better trained teachers are chafing under an educational bureaucracy encumbered with a feudal ordering of privileges that assumes that all teachers are alike in skills, that they cannot participate competently and responsibly in the decisionmaking process, and that they are incapable of setting their own standards. The winds of change are also fanned by a reward system that is at odds with the goal of keeping the best teachers in teaching. Traditionally, teachers are promoted only by leaving teaching and entering school administration. The overwhelming career ambition of men, at least in the elementary grades, is administration. What results from all of this is an imbalance of female instructors in the formative grade levels and a scarcity of effective, male teachers.

The growing dissatisfaction of the American teacher is exacerbated in more action-directed forms of protest. Militantly impatient teachers are attempting to negotiate directly with boards of educations and state legislatures. In the shuffle of power relations, education's bureaucracy loses its reason for being and the public is bewildered to find teaching's new locus of accountability. As yet, there are no clear-cut guidelines to define the proper role of education in the molding of responsible and purposeful future citizens.

Merit Pay

Merit pay is one suggested method to keep good teachers in the classroom. As it is generally applied, merit pay is given to teachers regarded as "superior." The concept has serious shortcomings. First, there is the problem of criteria. What constitutes a superior teacher? Who should select him? Will the "organization man" be rewarded instead of the maverick instructor who is equally effective? Even if applied nondiscriminatively, merit pay although supposedly recognizing superiority does not alter job responsibilities. The superior teacher is paid more but is not efficiently deployed. He is an excellent teacher, but is he also an excellent clerk? If not, there is no justifiable reason for him spending upwards of a quarter of his time on purely clerical matters—as is now the standard practice.[1]

If not merit pay, what?

Dr. Dwight Allen of the University of Massachusetts and other prominent educators propose various forms of a teacher hierarchy based on differentiated compensation and responsibilities. Differentiated staffing is patterned according to teacher abilities and is a means to promote teachers as teachers and give them enlarged powers to shape the curriculum they must teach. It fuses together an instructional team that can use to the full advantage the excellent housewife teacher, yet can take advantage of the energy and the initiative of the career teacher.

The Temple City Project

Dr. Allen was invited to Temple City during December of 1965 to explain his concepts. This initial presentation was followed by a community workshop that mapped out a project proposal that was submitted to the Charles F. Kettering Foundation of Dayton, Ohio, for funding. From the outset, teachers were actively involved in the formulation of staffing policies.

One year later (December, 1966), the Kettering Foundation awarded the School District a study grant of $41,840 to devise a rationale for a differentiated teaching staff. This sum was augmented in 1968 by an additional $15,000 grant. To administer the project, District Superintendent M. John Rand activated a project steering committee and empowered it to make recommendations through him to the Board of Education

By virtue of its decisionmaking authority and representational membership, the Steering Committee is an important instrument for the administration of educational innovation.[2]

The Differentiated Hierarchy

The Temple City model of differentiated staffing has at its core a four-level teacher hierarchy and auxiliary personnel support system.[3] It creates the new career patterns so essential for evolving a true profession of teaching. It refocuses teacher efforts to areas of specialization. Salaries ranging to $25,000 are made possible through a more efficient utilization of staff talents.

Multiple entry to teaching is encouraged since the District may hire personnel for any level of the hierarchy and each level has need for a special type of person. Creation of an auxiliary personnel support system facilitates the entry of minority group adults to the educational establishment and it broadens their opportunities to advance up the career ladder to full-time teaching. Curriculum and research specialists are utilized through employment at advanced positions on the hierarchy.

The backbone of differentiated staffing is the Staff Teacher, whose qualifications are equivalent to those demanded of teachers elsewhere (viz., a B.A. degree plus the teaching credential). His role under differentiated staffing, however, is qualitatively different. His ancillary housekeeping and clerical duties are reduced to a minimum and absorbed by instruc-

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1A survey of Temple City teachers by the Project's Teacher Job Analysis Task Force revealed that actual classroom instruction averages out at 45 percent of the total time allotted to teaching under current staffing and organizational plans. The Task Force recommends that the figure be increased to 65 percent.

2See page five for details.

3See page three for details.

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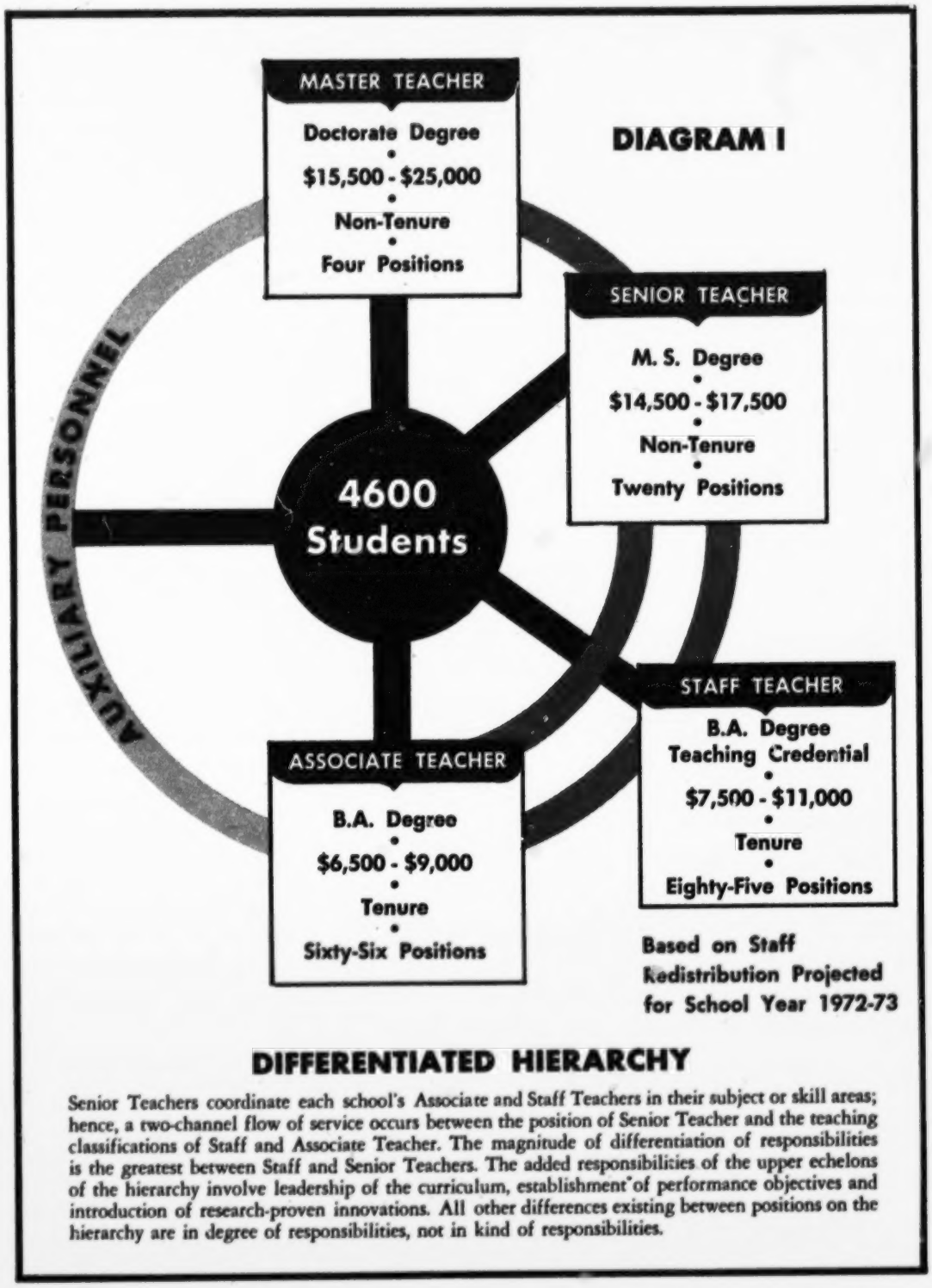

DIFFERENTIATED HIERARCHY

Senior Teachers coordinate each school's Associate and Staff Teachers in their subject or skill areas; hence, a two-channel flow of service occurs between the position of Senior Teacher and the teaching classifications of Staff and Associate Teacher. The magnitude of differentiation of responsibilities is the greatest between Staff and Senior Teachers. The added responsibilities of the upper echelons of the hierarchy involve leadership of the curriculum, establishment of performance objectives and introduction of research-proven innovations. All other differences existing between positions on the hierarchy are in degree of responsibilities, not in kind of responsibilities.

A New Structure for Teaching

Here's a breakdown of the various levels of the Temple City Model:

The Associate Teacher

The Associate Teacher is a beginner, the first year teacher. He has a B.A. degree or is a teacher intern. He can be protected by tenure. He has full time teaching responsibilities. His teaching load, however, is lighter and less demanding than that of the Staff Teacher. He is less sophisticated in methodology and in pupil diagnosis than other staff members. His salary range is $6500-$9000.

The Staff Teacher

The Staff Teacher is highly experienced in classroom teaching and is an expert in at least one of the several learning modes (e.g., small group instruction). He, too, has full-time teaching responsibilities. His minimum educational achievement is a B.A. degree and a valid California teaching credential. He can diagnose in his students the basic learning problems. His salary range is $7,500-$11,000.

He is protected by the tenure laws. Movement in the differentiated hierarchy will not affect his tenure status; all Master and Senior Teachers have tenure as Staff Teachers.

The Senior Teacher

The Senior Teacher is the teacher's teacher. He is the master practioner in his subject area. He is primarily responsible for the application of curricular innovations to the classroom. His teaching responsibility varies between 35 and 50 percent of that of the Staff Teacher.

He must have a valid teaching credential and a M.A. or M.S. degree or equivalent in experience pertinent to his professional assignment. His salary range is $14,500-$17,500. The length of his untenured contract varies between 10 and 11 months according to a prearranged summer work program.

The Master Teacher

The Master Teacher is an effective classroom teacher but more importantly he has a scholarly depth of knowledge in his assigned subject area. He must have a valid teaching credential and a Doctorate degree or its equivalent. His teaching responsibility is set at 25 percent of that of the Staff Teacher.

He establishes and maintains a continual program of research and evaluation of his area of curriculum development. He has prior experience in research and curriculum design and their application and measurement. His salary range for 12 months of employment is $15,500-$25,000.

Auxiliary Support Personnel

Instructional Aides work with students and teachers in resource centers, learning laboratories and libraries. Personnel to fill the three categories of Instructional Aides are employed from eligibility lists of job applicants. Persons employed as Instructional Aide I are given a qualifications test at the end of their first year of employment, which if passed will automatically move them to the next auxiliary personnel classification — Instructional Aide II.

The top auxiliary position is Instructional Aide III. There is no automatic advancement to this classification as advancement depends upon an open position.

Duties for each position are differentiated according to the expertise required for their performance.

Clerks are also part of the auxiliary personnel system. They are employed exclusively to provide clerical support to teachers and have no responsibilities for working with students.

tional aides. Increased preparation time permits the Staff Teacher to be more effective in his teaching.

He is more versatile than beginning and provisional teachers who are grouped under differentiated staffing as Associate Teachers. The Staff Teacher is effective in small, medium and large group instruction, while the Associate Teacher is usually inexperienced in all three. Associate Teachers are deployed wherever there is no need for advanced expertise or experience in the subject area or skill level under instruction.

Senior Teachers are responsible for the application of curricular innovations to the classroom. These innovations are first evaluated by the Master Teachers, who hold the hierarchy's top position. They are needed because much of what is generally taught in American schools is not relevant to the lives of most students. The problem is basically that the institution of education has traditionally lacked the ability to "renew" itself, to feed into teaching a steady stream of new ideas in a systematic fashion.

All personnel must teach and all teaching is organized on a flexible schedule permitting increased student contact. Classroom teaching varies from 100 percent teaching for Associate and Staff Teachers, to 50 percent for Senior Teachers and 25 percent for Master Teachers. This common professional experience in the classroom is designed to mitigate against the establishment of a new elite for education. Breaking the bonds of education's adolescence requires also flexibility of organization.[4] If teachers are to have increased time for preparation, if the curriculum is to be constructed for the maximal effectiveness of its instruction, if the advanced roles of differentiated staffing are to function efficiently or at all, and if students are to receive instruction based on their needs, interests and abilities, scheduling flexibility is a must.

Self-Regulation

The professionalization of teaching is evident at all levels of the Temple City Model. Highly qualified teachers can now command top salaries and all teachers can assume regulatory responsibilities for their profession and be actively involved in formulating academic policies.

Teacher evaluation is two way: Associate and Staff Teachers evaluate Senior and Master Teachers and in like fashion Senior and Master Teachers rate the teaching performance of their classroom colleagues. Traditionally, evaluation has been one way in form with school principals periodically inspecting the in-class performance of staff members. No provisions are made for teacher evaluation of the advanced leadership and other support personnel (e.g., curriculum coordinators). As a consequence, critical evaluations are often viewed by teachers as emanating from administrative arbitrariness and not from teacher incompetency.

[4]See page seven for details.

TENTATIVE PROJECT SCHEDULE

School Year	School	Grades
1968-1970	Oak Avenue	7-8
	Emperor (Partial Staff Differentiation)	3-6
1970-1971	Cloverly	4-6
	Emperor (Possible K-2 Expansion)	3-6
1971-1972	Temple City High	9-12
	Longden	1-6

DIAGRAM 2

Under differentiated staffing, the advanced roles of Senior and Master Teachers are regarded as existing as a service and leadership function. Thus, the reason for two way evaluation: those receiving the services are in the best position to ascertain their relevancy. All evaluations are coordinated through the school's prime decisionmaking body—the Academic Senate—and through the District-level Academic Coordinating Council.

The Academic Senates at each school give teachers the major voice in school affairs. They are composed of Senior Teachers, by subject area; school principals serve as chairmen. In the interim period until full deployment of the advanced roles, Senate membership will also include representatives selected by Staff Teachers.

Specific school policies are legislated by each Senate. All members including the chairman (the school principal) have equal power. The Senates also prepare operating budgets for their schools that are submitted to the Superintendent of Schools and the District Business Manager for analysis. Upon approval, the budgets are administered by the respective Academic Senates.

People to fill the advanced roles of the differentiated hierarchy are screened for qualifications by the District Director of Personnel who is assisted by a representative group of teachers in the subject area under consideration. Recommendations for employment are routed to the Board of Education from the Senates via the Superintendent.

Disagreements that may arise between Senate members are referred to the District's Academic Coordinating Council, composed of an equal number of school principals and Master Teachers. The Superintendent is its chairman. Beyond the Council's appellate function, it is important for future decentralization of District-level decisionmaking.

New Role for Principals

The *traditional* role of principal ("keeper of the keys") is abolished. In its stead, persons possessing expertise in group dynamics, sensitivity and human engineering are hired to chair the Academic Senates and to be their executive officers. As such, the prototype principal is more social manager than petty administrator. Most state education codes require that he still bear legal accountability for the school; however,

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Steering Committee: Novel Dimension for Educational Change

Differentiated staffing in Temple City is the handicraft of many hours of hard work by members of the committees and task forces of the Project Steering Committee.

Established by Superintendent M. John Rand, the Committee represents an important first step toward involving teachers in the making of the major decisions affecting their profession.

The Temple City Model of Differentiated Staffing has come about through teacher consensus and not by administrative edict. This is ensured by having teachers make up the majority of Steering Committee members and by establishing the policy that all members shall participate with an equal voice.

Teacher representatives are elected by the six school staffs and are apportioned so that there is one representative for every 500 pupils.

Temple City's major teacher groups—the Temple City Education Association and the Temple City Federation of Teachers (AFL-CIO)—are entitled to full voting privileges.

The administration is represented by the Superintendent, who also acts as the Chairman of the Steering Committee, the Assistant Superintendent for Business Services, the Director of Projects, the Director of Personnel and Special Services, two of the District's six Principals, and an additional member chosen by the remaining administrative staff.

Membership on the Steering Committee is rounded out by one member of the Board of Education appointed by the President of the Board.

All meetings are open to interested staff members and are normally scheduled to fall on Saturdays, school holidays, or evenings. Committee members are usually compensated for their attendance.

Most of the Project's research work is done in seven task forces and three standing committees. Membership on these bodies must include at least one person from elementary, intermediate, and high school levels of the teaching staff and administration.*

Steering Committee recommendations to the Board of Education may contain a minority opinion at the request of any member of the Steering Committee.

*The existing Steering Committee groups are the Finance and Communications & Public Relations Standing Committees, the Certificated Personnel Advisory Committee, and the Legal Aspects, Personnel Evaluation, Salary, Teacher Job Analysis, Project Evaluation, Linkage, and Flexible Scheduling Task Forces.

'But Is It Relevant'?

"I rather have our students learn about the problems of urban America than memorize the gods of greek mythology. The gods may be important, but urban life is more relevant."

Dr. M. John Rand, Superintendent of the Temple City Unified School District, is a fighter for relevancy in instruction. Too often, he says, the school's curriculum has no relation to the lives of students.

Under Dr. Rand's leadership, Temple City is piloting several award-winning programs, including a media approach to learning, a cultural understanding program and a youth development project.

His future goals are for forward-looking programs in the American heritage, human relations and vocational education.

In past years, Dr. Rand has been a member of study teams formed by the United States Department of State, by California's Statewide Committee to Revise Title VII of the Education Code (codified subsequently as the "Magna Carta" of California education), and by the United States Office of Education. He helped develop the guidelines, role definitions and evaluative criteria that are used to administer the Federal Government's Education Professions Development Act.

his link to power will be as firm (or as weak) as his ability to maintain the quality of professional relations within the social system of the school.

Nonacademic duties of the differentiated principal are assigned to a new administrative position of School Manager, which is completely subordinate to the instructional program.

Project Schedule

Present plans are for the movement into differentiated staffing to proceed at two schools per year if outside funding remains sufficiently high during the transition period. If successful, this will effect full implementation in three years, by school year 1970-1971. Schools are selected for entry into differentiated staffing according to staff readiness as measured by several teacher attitude inventories, both local and national. The phase-in process also is based on the availability of support facilities.[5]

The Training Program

Differentiated staffing is an untested reorganization of the teaching profession. Consequently, there are no training institutions that are currently producing teacher candidates to fulfill Temple City's needs for differentiated personnel. Teacher training must be "retooled" to produce a new type of teacher product.

For the interim period, Temple City is part of a consortium composed of the Claremont Graduate School and the University of Massachusetts. Qualified personnel that emerge from the consortium's program are drafted to train other staff members. The process, therefore, is regenerative and will not require continued University support after a sufficient number of differentiated educators is achieved. By that time, however, it is expected that the Temple City Model will be adopted by other school districts and that the resulting demand for differentiated personnel will spur other teacher training institutions to follow the lead of Claremont and Massachusetts.

The specific training intensity and sequence for each new role is outlined in Diagram 3. The program's training strands are separate in nature, but are also arranged to meet the needs of each staffing classification and can occur simultaneously.

The key training strands are A, B, C, and F. The other strands although important are of lesser priority and are supportive in function.

Strand A (Scholar-Teacher Arranged Studies) positions the trainee in a consultative relation with field groups of 1-3 professors for the major areas of the curriculum. Consultant services include school visits, individual teacher conferences, directed study and occasional large group presentations. The scholar-trainee ratio is approximately one to four.

5The tentative project schedule is outlined in Diagram, II on page four.

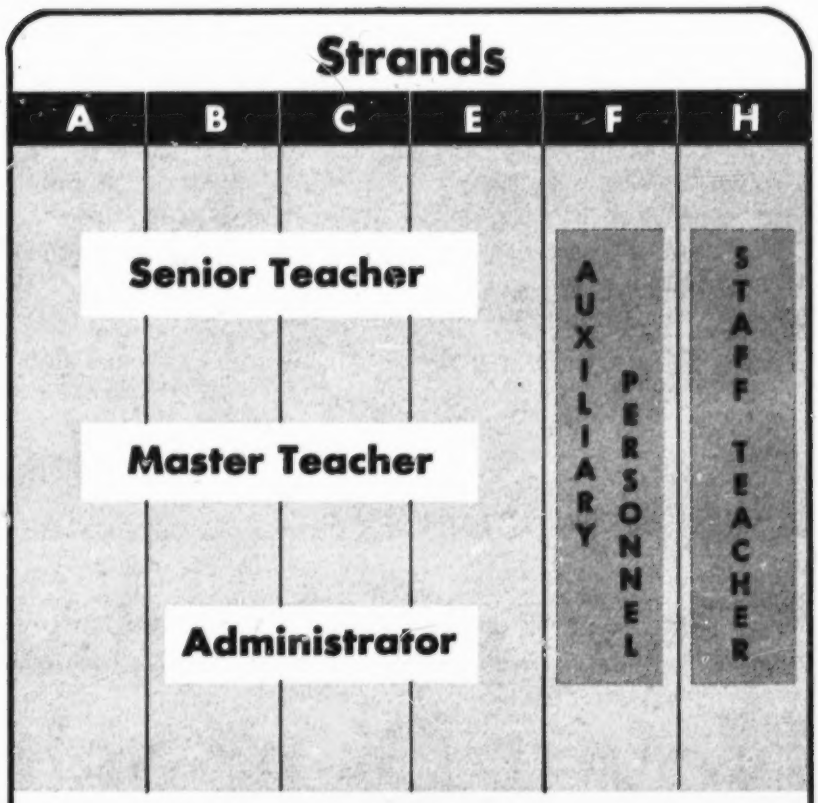

DIAGRAM III

Staff Teachers are administered the three-month long Training **Strand H (Micro-Teaching).** Senior Teachers progress in the training program in the following fashion: **Strand E (Model Building and Human Relations),** three months, **Strand B (Instructional Management Studies),** one year, **Strand A (Scholar-Teacher Arranged Studies),** five months, and **Strand C (Behavioral Study of Organizations),** five months. For Master Teachers, the training sequence is **Strand E (Model Building and Human Relations),** three months; **Strand A (Scholar-Teacher Arranged Studies),** one year and five months, **Strand B (Instructional Management Studies),** five months, and **Strand C (Behavioral Study of Organizations),** five months. The administrative training program begins with **Strand C (Behavioral Study of Organizations)** for one year and ten months, and proceeds to **Strand B (Instructional Management Studies)** for five months, and ends with **Strand E (Model Building and Human Relations)** also for five months. The Auxiliary Personnel Training program is encompassed by **Strand F (Auxiliary Personnel Training)** which runs for five and one-half months.

Strand B (Instructional Management Studies) provides the trainee with a wide repertoire of methods for monitoring classroom teaching. This strand trains teachers to be skilled in the strategies for the individualization of instruction and the development of inquiry and cultural understanding. Tactical decisions in classroom teaching are studied as to their influence on shaping effective learning. These studies stress classroom simulation, field involvement and data collection.

Strand C (Behavioral Study of Organizations) builds within the trainee the theoretical and experimental bases for a smooth transition to differentiated staffing. Individual programs are designed for administrators and the intern Senior and Master Teachers.

Strand F (Auxiliary Personnel Training) is conducted by a resident instructor who is sensitive to the problems of the minority groups from which instructional aides are recruited. Training centers on the achievement of basic clerical and

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Flexible Scheduling For Efficient Study

Variable Course Structure—Flexible scheduling permits teachers to vary the length and frequency of their classes. At Oak Avenue Intermediate School, the school day is divided into 24, 15-minute modules with three-minute passing periods. The average class length is two modules (33 minutes). Laboratory classes are three modules in duration (51 minutes) to compensate for the time lost each class session in equipment set-up. Classes may meet as infrequently as once a week or as often as every school day.

Independent Study—On the average, 40 percent of the student's school day is unstructured. Most pupils use this time for independent study at their school's various learning centers. There are 16 of these at Oak Avenue. They range in emphasis from the Social Studies Resource Center, to the Mathematics Open Laboratory, to the Library-Media Center. Students unwilling to responsibly plan their free time are given assignments and their attendance is required at specified learning centers during their unstructured time.

OAK INTERMEDIATE SCH. **EC** educational coordinates CODE ☐ **SMITH, JOHN**

PERIODS PER MEETING	STARTING PERIODS M	T	W	TH	F	SECTION NUMBER	COURSE NAME	PHASE SECT.	TEACHER NAME	ROOM
3				1		112	33SOCSTDIISG	4	GORMAN	18A
3	15					108	32SOCSIIESI	2	GORMAN	12
2	23				23	106	21SOCSTD8	1	BERRY	24LG
2	21	21	21			81	32ENG 8 III	3	HOFF	4A
2				20		86	33ENG LAB 81	4	LIGHTCAP	19RC
3			7		7	542	228SPECIAL PE	1	ANDERSON, C.	GPE
2		3			3	246	33MATH III L	11	PITTS	16RC
2		17		17		234	32MATH III	11	ORDWAY	17A
2					16	223	31MATH III	1	MYERS	24LG
2	4					281	32SCI 811	2	REINERTSEN	4A
4		7				285	33SCI8IILAB	3	REINERTSEN	4LAB
2		13		13		563	22LAW/FAMLFE	6	STEVENS	21A
3	1					554	21LAW/FAMLFE	1	STEVENS	24LG
4				5		450	11FINE ART 8	7	COLLIPI	8ART
2			11			490	21HOMESCON 8	5	STEVENS, J.	1
4				9		494	22HOMEECLAB8	2	STEVENS, J.	1
2			15			415	33SPANIIILAB	20		2
2		19				387	32SPAN III	20	MARTIN	3B
2		23				363	31SPAN III	10	MARTIN	12
1	13	15	13	15	13		LUNCH			
1	14	16	14	16	14		LUNCH			
2					1	248	31SCI 8 LG	9	REINERTSEN	23LG
2					21	44	21ENG 8 LG	7	KEEFE	24LG
3	6		1			540	21PE DRILL	5	ANDERSON	GPE

Instructional Support System—The major cost of flexible scheduling is for additional facilities and instructional materials that are used by students for independent study. Each resource center and open laboratory is stocked with books, audio-visual media and other specialized equipment. Students may listen to tapes, watch a movie or a film strip, read special material, develop a skill or complete an experiment. At the learning centers throughout the school, teachers leave packets for their students which detail what they may or must do during independent study. No element is more important to a successful flexible scheduling program than sufficient study materials. Investigations of schools that have had unsatisfactory results from flexible scheduling point out an inadequate allocation of funds to give students materials related to their work with teachers.

One Who Remained

"More than anything, I want kids to care--about their world, about social science. This really hangs me up," says Oak Avenue's master teacher, Dr. Donald Hutcherson, a former director of secondary education at Chapman College and an experienced high school teacher, elementary level principal and college instructor.

He believes that students can learn to care if given pertinent and viable instruction; bringing such teaching skills within the competency of the District staff precisely defines Dr. Hutcherson's mission as a Master Teacher.

"My job does not entail telling my colleagues that this or that is the way social science must henceforth be taught. If I even tried I couldn't succeed with that approach. Teachers just won't accept it and it won't get them away from the traditional attitude of 'I'm doing my own thing. Leave me alone.'

"It is my function to feed them the current research, suggest performance criteria and work to pull together the instructional program. My first priority is to establish a social science council capable of setting the goals, sequence and methods for the teaching of social studies at all grade levels in the Temple City schools."

housekeeping skills and their relation to the educational system.

Strand E (Model Building and Human Relations) is a survey of relevant innovations in education and an exercise in the construction of substitute models of specific innovations. Strand H (Micro Teaching) arms the candidates for Staff Teacher with an alternative method of evaluating their colleagues.

Strand D (Evaluation)

Strand D's formal study program is supplemented by an ongoing, on-the-scene monitoring of the developing behavior, perspectives and problems of the emerging staffing roles. This monitoring revolves around an internal evaluation of the entire training program. All trainees take part in the process.

An independent evaluation also is conducted by the Project Evaluation Board, a representative group of specialists who give professional advice and offer technical assistance where necessary to the project staff.

Objectives for the Staffing Project are based on learner, teacher and societal needs.[6] The Project is successful only if these needs are satisfied at a lower cost than that feasible under the traditional organization.

Interim evaluations of differentiated staffing at Oak Avenue Intermediate School and flexible scheduling and partial staff differentiation at Emperor Elementary School have been generally favorable. Teachers report an increase in individualized instruction and point out that the instructional program is unequivocally superior to a traditional program. Further, they indicate a great deal of personal satisfaction with what they have designed, even though they are working visibly harder than before. Not one teacher noted in extended interviews with the Project Director that it was not worth the extra efforts to make differentiated staffing operational.

The Financial Plan

The advanced teaching positions of differentiated staffing can be afforded only by a dispersement of a specific percentage of teachers into Staff and Associate Teacher positions

All new teachers hired by the District enter employment on a differentiated salary schedule. Currently employed staff members have the option of remaining on the traditional schedule as Staff Teachers or converting over to the differentiated pay system.

Teachers that choose to convert will be advanced on the schedule faster than they would normally over the short term. The differentiated schedule, however, has a lower salary ceiling. Proximity to retirement and confidence of ability to be promoted to the higher teaching ranks are two factors that teachers weigh when considering the short term advantages of conversion and the long term implications of standing pat.

It is anticipated that the 175-position teaching staff will remain at its current staffing level at least until school year 1972-1973. Staff members in the interim are expected to redistribute themselves along these lines: Master Teacher, four positions; Senior Teacher, 20 positions; Staff Teacher, 85 positions; Associate Teacher, 66 positions.

During the transitional period, differentiated staffing must be partially supported by outside funding under terms of the Education Professions Development Act. This Federal statute offers prime assistance in training District personnel to occupy the new positions made possible by differentiated staffing. The added financial resources are vital if disruptive personnel displacements and associated deterioration of staff morale are to be avoided. These increased costs are transitory in nature and are distributed over a five-year period after which time offsetting savings should equal the expense of the current teaching staff with normal cost-of-living increments. Thereafter, any increased costs would be for instructional aides necessary to carry out flexible scheduling.

For Temple City, costs will peak during school years 1969-1970 and 1970-1971 when the largest proportion of the teaching staff will redistribute themselves onto the differentiated salary schedule.

TEMPLE CITY STORY

IS A PUBLICATION OF

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Temple City, California

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[6]Learner needs are measured by the **Temple City High School Five Year Follow-Up Study, 1963.** Teacher needs are reflected in the **Report On Teacher Supply and Demand, 1965-1975** for the California State Board of Education by the Arthur D. Little Company and in **Supply and Demand in Public Schools, 1967,** published by the National Education Association. Societal needs are measured by **A Plan for Evaluating the Educational Programs in Pennsylvania.** It is expected that revisions will be made as the staffing model is implemented. This will provide constant analysis of the relative adequacy and validity of the goals, operational definitions and criteria for the goals of differentiated staffing.

Priority Goals for Education

What the Prototype Pupil Will Be Like

If valid, differentiated staffing should measurably improve the learning and socialization processes.

The prototype educational system is evaluated by comparing actual student performance with behavioral changes that are specified in advance. For example, Temple City's prototype graduate will be less likely than other Los Angeles County high school graduates to commit a crime, to be unemployed, to be supported by the public dole, to have a disabilitating heart disorder, to be sued for divorce, to conceive an illegal child birth or to have a membership in a racist or prejudiced group.

These are sample behavioral indicators drawn from "Ten Goals of Education" of the Pennsylvania Department of Instruction. Other indicators are being studied by Temple City teachers and citizens.

Compared to the county average:

He will be more inclined to enter a social service occupation or join a group that is legally trying to reduce and eliminate prejudice and bias toward others. He will be in better physical condition. He will be more likely to see a dentist and physician on a regular basis. He'll have a lesser tendency to become obese or harmfully underweight.

He will be able to score at least at the county average for learning of comparable ability on standardized and valid tests of mathematics, vocabulary, reading, reading comprehension, and oral communication. He will excell on specialty tests in the areas of natural sciences, social sciences, humanities and the arts.

While attending school, he and his peers individually and collectively will display behavior which will reduce by at least ten percent per year the number of defacings of school properties and materials and the number of unexcused absences.

Upon graduation, the learner will be able to list at least five occupations in which he might be interested and further list the general skill and knowledge requirements for being able to seek and hold each job. If one of the job alternatives is homemaking, he will be able when given a sample year income to design a budget which will provide for food, shelter, clothes, medical and dental requirements, transportation, amusement, and charity.

Within a year after graduation, the learner should be gainfully employed, providing he does not elect to go on to college.

Moreover, upon exit from the Temple City Unified School District, each learner will acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different than his own. If given a list of any minority or majority group, he should be able to list five characteristics in which these members are similar to his own group and similar to himself. He should also be able to list at least three ways in which they differ from the way he or his group behaves and why they should be guaranteed the right to do so.

The learner will also acquire the habits and attitudes associated with responsible citizenship. He will be analytical in outlook; he'll be able to identify the causes of current social issues and to set goals for their resolution.

He will be able to identify the various social philosophies for group action—democratic, authoritarian and laissez-faire—and to give at least one example of where each strategy might be the most effective.

Collectively, Temple City graduates will be listed in tabulations of "achievers" (e.g., Who's Who) significantly more frequently than the rest of Los Angeles County. They will have a greater than normal share of patents and copyrights.

Don't Call Him 'Boss'

Senior Teacher Bill Schmidt coordinates Oak Avenue's five-member mathematics teaching team. "But don't call me boss," he warns all.

Schmidt, a 14-year veteran of Temple City teaching, says his new role as Senior Teacher is best described as, "How can I make the job easier for the teachers I serve."

Each week, he prepares a team plan outlining activities and setting forth an agenda for the mathematics teachers' weekly meeting.

Team members started re-writing the mathematics curriculum during the summer, but "much remains to be done," according to Schmidt who has assumed most of the responsibility for the new curriculum.

He explains that he uses salesmanship to sell his colleagues on the benefits of new methods of teaching. "I do this by demonstration, by trying out the new methods first on my own students." One change from tradition at Oak Avenue is a mathematics program that is topically organized and that groups students according to their needs, rather than along a traditional grade level basis.

Students are phased into the program after results are determined from a mathematics pre-test administered to all seventh and eighth grade students.

EPDA

EDUCATION PROFESSIONS DEVELOPMENT ACT
Temple City Differentiated Staffing Project

A TRAINING AND ACTION PROPOSAL
For the Creation of a
CAREER LADDER TO THE EDUCATION PROFESSIONS

In Cooperation with

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